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PERFORMANCE DEVELOPMENT SYSTEM (PDS)

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PRESENTERS

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LESLY LLOYD
MSPB TALENT MANAGEMENT, DIRECTOR

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TWO PEOPLE, TWO MIND-SETS

Boss: Wants to discuss where performance needs to improve, missed opportunities and relationships.

Subordinate: Is thinking about small things like compensation, job progression and career advancement ; how to put their best foot forward for a pay negotiation down the road.

PERFORMANCE DEVELOPMENT SYSTEM (PDS)

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Designed to be simple and effective
Supervisor and employee participation
Establishes Individual Development Plan
Competency-based development system

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MSPB PERFORMANCE DEVELOPMENT SYSTEM

A SYSTEM DESIGNED TO:
GROW, ENGAGE AND RETAIN YOUR OWN TALENT

Performance Development System -PDS-

A System that Focuses on:
- **Employee Development and Participation**
- **Ongoing Communication**
- **Competencies**
- **Accountability for Results**

PDS: A PROCESS, NOT AN EVENT

- It's not about paperwork or numerical ratings, it is about COMMUNICATION, COMMUNICATION, COMMUNICATION!

WHY THE PDS MATTERS

WHAT MATTERS MOST TO YOU:
- Efficient Use of Resources
- Productive Staff
- Outstanding Results

HOW ARE THOSE THINGS ACHIEVED?
- Staff Who Know What to Do, How to Do It, Why It Matters and Are Motivated
- Problems Are Solved Early
- Staff Who Are Not Successful Are Not Retained

PDS Flowchart

Begin PDS Review Cycle
JCQ, PDS Assessment Document, IDP or PIP

Dialogue
Coaching and Feedback
Documentation

Sixth Month
Review and Feedback

Dialogue
Coaching and Feedback
Documentation

Finalize Assessment
Conduct Review
Begin Next Cycle

INITIAL MEETING

- Review Job Content Questionnaire
- Determine Duties to Migrate to PDS
- Review and Discuss Competencies and Behavioral Anchors
- Ensure Common Understanding of All Components of the PDS
- Create Individual Development Plan

Job Content Questionnaire
-JCQ-

- The JCQ describes the job by detailing the duties required for success.
- The duties are transcribed and become part of the PDS Assessment document.
- Any time duties change, the JCQ and PDS Assessment document should reflect the changes.

Individual Development Plan
-IDP-

- The IDP is NOT part of the assessment process.
- The IDP is a separate "living document" tailored to employees' individual challenges and goals.
- The IDP is created by the employee and supervisor at the beginning of the review period and updated as needed.

What Leaders Do

"The growth and development of PEOPLE is the highest calling of leadership."
– Harvey S. Firestone

A FORMULA FOR SUCCESS

- Performance =
    +
- Image =
    +
- Exposure =

LEADERSHIP AND DEVELOPMENT

"Left untended, knowledge and skill, like all assets, depreciate in value--- surprisingly quickly."
–David Maister

DEVELOPMENT
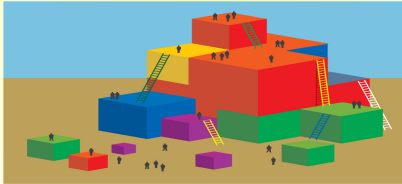
A set of learning experiences designed to maximize performance, engagement and retention of employees throughout the organization

WHY DEVELOPMENT MATTERS

- Recruitment
- Retention
- Employee Engagement
- Organizational Performance

LEADERSHIP AND ACCOUNTABILITY

The ability to hold people accountable lies at the center of a person's ability to wield influence.

ACCOUNTABILITY AND PERFORMANCE

Most organizations are <u>losing between 20-80% of their potential performance</u> **because of leaders' and employees' inability to hold each other accountable.**

THE ESSENCE of ACCOUNTABILILTY

A System that focuses on Ongoing Two-Way Communication and Development and lets employees:

➤ Know **What to Do** and **Why It Is Important**
➤ Know **How to Do It**
➤ **Know How They Are Doing on a Regular Basis**
➤ Be **Active Participants in the Process**

THE COMPETENCY MODEL

- A **competency** is a **skill**, **trait** or **behavior** that leads to a desired, superior performance result.
- Each competency is **defined by behavioral anchors**.
- The **competency model** defines the core competencies associated with outstanding performers.

COMPETENCY MODEL

- **Public sector competencies**
- **Job-specific technical competencies**
- **Management competencies**

CORE PUBLIC SECTOR COMPETENCIES

- **Integrity**
- **Work Ethic**
- **Service Orientation**
- **Accountability**

- **Self Management**
- **Interpersonal Skills**
- **Communication Skills**
- **Self Development**

CORE TECHNICAL COMPETENCIES

- **Technical Proficiency**
- **Workflow Management**
- **Problem Solving/Decision Making**
- **Stakeholder Relations**

CORE MANAGEMENT COMPETENCIES

- **Emotional Maturity**
- **Macro-Oriented**
- **Working with Others**
- **Results Oriented**
- **Resource Management**

LEADERSHIP AND RESULTS

- **Success Happens When People Get Results**
- **Leaders Do Nothing More Important Than Get Results**
- **The Best Way to Have People Get Results is Not to Order Them But To Motivate Them AND To Hold Them Accountable**
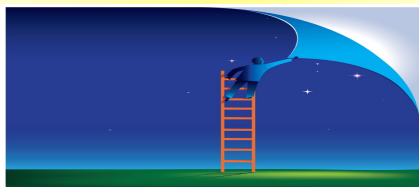

WE GET WHAT WE EXPECT

People are four times more capable than we think, but only if they unleash their full potential of creativity, innovation, productivity, motivation and commitment.

THE IDP

- ❑ A <u>Dynamic Written Plan</u> that targets :
  - • Gaps between current and desired levels of competencies
  - • Long-term and/or short-term job or career goals
- ❑ A <u>Tool</u> to:
  - · Provide an ongoing focus on development, dialogue and feedback
  - · Maximize performance
  - · Prepare for the future
  - · Increase employee engagement and retention

THE PLAN

- • Targeted Competencies and Behavioral Anchors
- • Goals
- • Developmental Activities
- • Target Date
- • Evaluation of Outcomes
- • Completion Date

DEVELOPMENT:
THE SUPERVISOR'S ROLE

- • Expect and promote the best in each employee
- • Get to know each employee's strengths, goals and competency/behavioral gaps
- • Help each employee select developmental activities that will address the gaps and goals
- • Identify and make available the resources needed to accomplish the goals and close the gaps
- • Be proactive in helping each employee broaden his or her experience base and exposure

You must be willing to
"Sail away from Safe Harbor."

Mark Twain

DEVELOPMENT:
THE EMPLOYEE'S ROLE

- The spark has to come from the employee.
- The employee must determine what package is inside him or her waiting to be opened.
- He or she must proactively seek support from the supervisor and other key partners
- He or she must get out of the comfort zone.
- The employee must do the heavy lifting and engage in continuous self-assessment.

"Success is not the result of spontaneous combustion. You must set yourself on fire."

-Fred Shero, professional hockey coach

THE IDP TIMELINES

- **IDP is <u>developed</u> when:**
  - Employee is **new to the supervisor**
  - **PDS review cycle begins**
- **IDP is <u>modified</u> when:**
  - Employee and/or supervisor determines that a **goal has been met**
  - Employee and/or supervisor determines that a **developmental activity is not effective**
  - **Duties change**

IDP EXAMPLE

Competency	Goal	Actions	Target Date	Evaluation	Date Completed
Self Mgt: Effectively manages emotions and impulses	Reduce potential to mishandle sensitive issues	Count to 10 before responding Study non-verbal communication Be aware of and control tone of voice Develop a list of negative non-verbal behaviors and work to eliminate those	11/1/11	Keep a journal Get feedback from supervisor, peers, staff , family and friends. Demonstrate a reduction in mishandling sensitive issues.	

DETERMINING WHAT NEEDS TO BE DEVELOPED

- ❑ **Competency Assessments**
  - • **Supervisor**
  - • **Self**
  - • **Peer**
  - • **Subordinates (for managers)**
- ❑ **Feedback**
- ❑ **Career Goals**

IDP TARGETED COMPETENCIES

- Consider all the information available regarding gaps in where you want to be and where you are.
- Choose no more than three competencies you want to develop or improve.
- Select the specific behavioral anchors under that competency that require development.

GOALS

- Identify the end result/outcome you want to achieve.

DEVELOPMENTAL ACTIVITIES

- Developmental activities are those things that will help you close the gap between where you are and where you want to be.
- 70% - Challenging, Uncomfortable, Stretching Tasks/Assignments
- 20% - Studying and Working With Others To See Useful Behavior And Get Feedback
- 10% - Thinking Differently Or Finding New Ways To Think About Things (Courses, Reading, Etc.)

SAMPLE DEVELOPMENTAL ACTIVITIES

- Review and Analysis
- Shadowing
- Apprenticeships
- Courses and Training
- Professional organizations
- Assignment to committees, etc.

- Self Study
- Benchmarking
- Cross Training
- Coaching/Mentoring
- Special assignments
- Rotations
- Substituting in roles
- New duties
- Stretch responsibilities

TIME LINES

- Determine reasonable time lines for accomplishing your goal for each competency.

EVALUATION

- Compare the outcome of the development to the goal to determine if you were successful.

IDP EXAMPLE

Competency	Goal	Actions	Target Date	Evaluation	Date Completed
SELF-DEVELOPMENT Uses training, feedback, or other opportunities for self learning and development.	To become knowledgeable and skilled in the direct care area. To advance to the Advanced Direct Care position.	Learn what competencies are required for advancement Seek continual feedback will be given concerning current job duties from supervisor Schedule time to shadow an experienced Direct Care Worker Advanced as time and work allows.	12/1/11	Understand and have demonstrated the competencies and behaviors required for advancement. Achieved a Successful rating on PDS. Promoted to Advanced DCW position.	11/1/11

ONLINE ASSISTANCE FROM THE MSPB

Online Drop-Down Screens that Offer:
- **Specific Training Courses, Learning Experiences and Activities Tied to Specific Competencies and/or Behavioral Anchors**
- **Evaluation Activities to Determine the Success of the Learning Experiences and Activities**

DEVELOPMENT Is about RESULTS, Not Activity

Ready, Aim, Fire…..

"In the end, we only hit what we aim at."
- Thoreau

Performance Development System

PROCESS

AND

GUIDELINES

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PDS POLICY

➢The PERFORMANCE DEVELOPMENT SYSTEM, Chapter 8 of the MSPB POLICY and PROCEDURE Manual goes into effect November 1, 2010.

➢Every employee whose position is under the salary setting authority of the MSPB shall have their job performance assessed at least once annually.

Communication, Communication, Communication . . .

- From the **Beginning** of the review cycle
- **Throughout** the review cycle
- At **mid-point** in the review cycle
- At the **End** of the review cycle

PDS Flowchart

Begin PDS Review Cycle
JCQ, PDS Assessment
Document, IDP or PIP

Dialogue
Coaching and
Feedback
Documentation

Finalize Assessment
Conduct Review
Begin Next Cycle

Dialogue
Coaching and
Feedback
Documentation

Sixth Month
Review and
Feedback
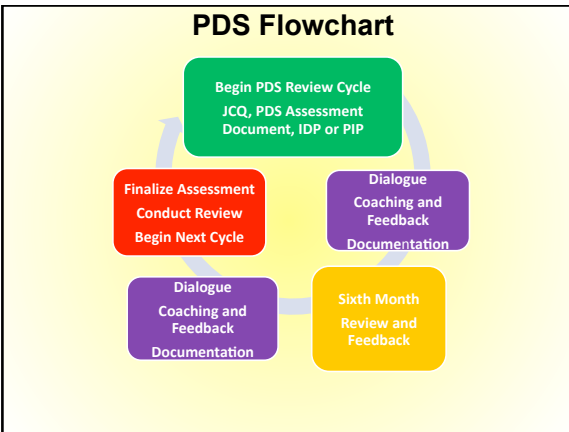
FORMS OF COMMUNICATION

- Depending on the circumstances and situation determine what is the most appropriate way to communicate.

   INFORMAL   **FORMAL**

   ➢ **Verbal**

   ➢ **NON-VERBAL**

IT ALL COUNTS – IT'S ALL IMPORTANT!

RESPONSIBILITIES OF THE REVIEWING SUPERVISOR

✓ Understand and accept that the essential function of your job is to administer the PDS correctly for the employees you supervise.

✓ Make sure the **JCQ** is updated and current
✓ Job duties, competencies/behavioral anchors are correct
✓ Open and maintain a **SEPF** for each employee
✓ Communicate with the employee continuously
✓ Take action when performance is **Unsuccessful**
✓ Know and follow the PDS guidelines

RESPONSIBILITIES OF THE EMPLOYEE

✓ Work with the Reviewing supervisor in preparing the JCQ and PDS Assessment documents.
✓ Communicate with the Reviewing Supervisor throughout the review period any circumstances that will effect achieving successful performance expectations.
✓ Participate with the supervisor in the review and feedback process.
✓ Sign and date all required documents

RESPONSIBILITIES OF THE FIRST LEVEL REVIEWER

✓ Establish job duties, competencies/behavioral anchors before they are reviewed with the employee
✓ Verify the duties, competencies/behavioral anchors are appropriate for the work needed and expected
✓ Check that duties, competencies/behavioral anchors are consistent for same or similar positions within the same division
✓ Resolve any conflicts between the employee and Reviewing Supervisor if needed
✓ Ensure that the PDS Assessment is fair, equitable and supported with appropriate documentation
✓ Support the Reviewing Supervisor throughout the assessment process for direct reports

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RESPONSIBILITIES OF THE SECOND LEVEL REVIEWER

✓ First Level Reviewer's immediate supervisor
✓ Resolve any differences between the employee, the Reviewing Supervisor and the First Level Reviewer concerning the job duties, competencies/behavioral anchors
✓ Departments/divisions that do not have three levels of supervision, the Human Resources Director will function as the Second Level Reviewer.

Competencies and
Behavioral Anchors

✓ Agencies will determine common/generic behavioral anchors for similar or identical agency specific positions.

✓ Additional behavioral anchors can be developed for job positions with the approval of the higher level review.

PERFORMANCE DEVELOPMENT ASSESSMENT

REVIEW PERIOD

❖**BEGINNING** – within 14 days of beginning the review period

❖**MID-POINT** – approximately at 6 months a Formal Review and Feedback

❖**END** – within 14 days of the end of the review period

Important Note

The PDS review period is at least 90 days and no more than 365 days.

PERFORMANCE DEVELOPMENT ASSESSMENT

REVIEW PERIOD
PROBATIONARY EMPLOYEES

Initial Review Periods – occur at 6 month intervals

Mid-Point Review and Feedback – at 3 and 9 months

Final Assessment Review – at 6 and 12 months

BEGINNING THE PDS REVIEW ASSESSMENT PERIOD
(within 14 days of beginning the review period)

✓ Planning meeting between the supervisor and the employee.
✓ The JCQ, PDS Assessment document with the IDP are completed.
✓ The First Level Reviewer and supervisor meet to discuss and review the PDS Assessment.
✓ First Level Reviewer signs.

BEGINNING THE PDS REVIEW PERIOD

INDIVIDUAL DEVELOPMENT PLAN

✓ Employee and supervisor discuss the IDP process
✓ Identify the employee's performance and career goals
✓ Select three competencies that will be targeted for the employee to develop, enhance and improve during this review period
✓ Supervisor and employee jointly develop the IDP

BEGINNING THE PDS REVIEW PERIOD

✓ Finalize PDS Assessment with the employee
✓ Get appropriate signatures and dates on the assessment document
✓ Give a copy to the employee
✓ Send a copy to the HR Department

BEGINNING THE PDS REVIEW PERIOD

SUPPLEMENTAL EMPLOYEE PERFORMANCE FOLDER (SEPF)

All information relevant to the employee's PDS Assessment document:

- ✓ the JCQ
- ✓ the original current PDS Assessment
- ✓ copies of past PDS Assessments
- ✓ supporting documentation
- ✓ Original and current IDP or PIP

THROUGHOUT THE REVIEW PERIOD

- On-going, continuous coaching and feedback
- Add documentation to the SEPF
- Review and update the IDP as needed
- Update and revise the JCQ and PDS Assessment if significant changes are made to the employee's job duties
- Continue to develop a partnership based on trust and respect.

M S P B
Ensuring a Quality Workforce

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PERFORMANCE DEVELOPMENT
Review Sessions

"He who praises everybody, praises nobody."
~ Samuel Johnson
Honest Feedback is Essential to Development

PERFORMANCE DEVELOPMENT ASSESSMENT

Supplemental Employee Performance Folder (SEPF)
- ✓ Documentation related to the employee's job performance positive and negative.

DOCUMENTATION
Job Performance
- ✓ Documentation can take many forms, based on behaviors and outcomes
- ✓ Employee can provide information
- ✓ Employee may have access

MID-CYCLE REVIEW
Formal Review and Feedback
- ✓ Comprehensive feedback to employee
- ✓ Review and update duties, competencies, behavioral anchors
- ✓ Identify areas of performance to be improved
- ✓ Document discussion of these topics

Review and Feedback

PDS Assessment Document

- ✓ Complete the **R&F** column on the assessment document.
- ✓ Make written statements in the "**Comments**" section.
- ✓ Supervisor and employee meet .

End of the PDS Assessment

Review Period

- ✓ Supervisor prepares for the PDS assessment final review with the employee . . .

- ✓ Evaluation of the employee's performance is based on the duties compared against the competencies/behavioral anchors for those duties.

PDS ASSESSMENT

Behavioral Anchors

- ✓ **"Yes"** – The behavior **HAS** been demonstrated
- ✓ **"No"** – The behavior **HAS NOT** been demonstrated.
- ✓ **"ND"** (Not Determined) – No basis for making an objective evaluation.

PDS ASSESSMENT
Individual Competency

- ✓ If the # of Behavioral Anchors assessed **"Yes"** equal to or greater than the number assessed "No"

  then:
- ✓ **Competency Assessment is "2"**
  Successful

Individual Competency Assessment

- ✓ If the # of Behavioral Anchors assessed **"No"** higher than the number assessed "Yes"

  then:
- ✓ **Competency assessment is "1"**
  Unsuccessful

Overall Competency Assessment

- ✓ # of Competencies assessed "Yes" equal to or greater than the number assessed "No"
  = **Successful (2)**

- ✓ **IDP for employee will be updated and continued for the new review period**

Overall Competency Assessment

- ✓ # of Competencies assessed "No" greater than the number assessed "Yes" **=**
  Unsuccessful (1)
- ✓ **PIP for employee will be initiated immediately at the time of the new review period.**

PERFORMANCE DEVELOPMENT FINAL REVIEW ASSESSMENT

- ✓ Obtain First Level Reviewer's Approval
- ✓ Reviewing Supervisor and Employee meet
- ✓ Discuss assessment and documentation thoroughly

PDS FINAL REVIEW ASSESSMENT

- ✓ Final Review should hold no surprises to the employee

- ✓ Assessment should be two-way communication

PDS FINAL REVIEW ASSESSMENT

- ✓ At the end of the meeting, the employee and supervisor sign and date the assessment .
- ✓ Employee receives copy
- ✓ Copy will be placed in the SEPF
- ✓ Original will be sent to the HR Office

PDS New Assessment Review Period

Once the employee's assessment review period ends, the entire process begins again, with a planning session conducted within 14 days of the new review period.

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